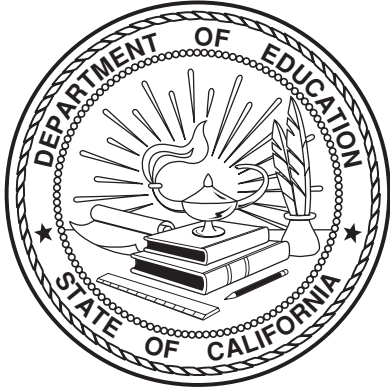

California High School Exit Examination (CAHSEE)



Explaining and Using 2010–11 CAHSEE Summary Results

- Overview of Internet Results
- Sample CAHSEE Reports

August 2011

Prepared by the
California Department of Education

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Introduction

The California High School Exit Examination (CAHSEE) is administered each year to ensure that students who graduate from public high schools demonstrate grade level competency in reading, writing, and mathematics. On August 24, 2011, the California Department of Education (CDE) will release CAHSEE summary results from the test administrations that took place during the 2010–11 school year. Results will be provided at the school, school district, county, and state levels and will be posted on the CDE CAHSEE Summary Results Web page at <http://cahsee.cde.ca.gov/>. Individual student CAHSEE results are confidential and are not included in the Internet posting.

The primary purpose of the *Explaining and Using 2010–11 CAHSEE Summary Results* packet is to provide background information for local educational agencies (LEAs)¹ and schools to use when informing the public about CAHSEE summary results for the 2010–11 school year.

It is important that LEAs respond proactively to inquiries about local CAHSEE results for the 2010–11 school year. Local efforts to communicate with key stakeholders can develop a foundation of understanding about this examination and what is being done to prepare students to meet this requirement.

The assistance materials in this packet feature a program overview, Internet report descriptions, sample reports, instructions for accessing reports online, and a guide for schools to use 2010–11 results to promote student success.

¹ Throughout this document, LEAs include school districts, county offices of education, and charter schools that are independent for assessment purposes (i.e., independent charter schools).

Section 1

Information for Local Educational Agencies and School Staff

What's New in 2011–12
**Program Overview for
2011–12**

What's New in 2011–12

Exemption for Eligible Students with Disabilities

How long will the exemption last?

EC Section 60852.3 states that this exemption shall last until the California State Board of Education (SBE) makes a determination that alternative means, by which an eligible student with a disability may demonstrate the same level of academic achievement in the content standards required for passage on the CAHSEE, are not feasible or that alternative means are implemented. On July 14, 2010, the SBE determined that alternative means are feasible and on February 9, 2011, adopted permanent regulations extending the implementation date to July 1, 2012. The exemption from meeting the CAHSEE requirement remains in place for eligible students with disabilities until alternative means are implemented.

The Budget Act of 2009–10 (Assembly Bill X4 2, Chapter 2, Statutes 2009) added California *Education Code (EC)* Section 60852.3 which states that eligible students with a disability are exempt from the requirement to pass the CAHSEE as a condition of receiving a diploma of graduation or a condition of graduation from high school. An eligible student, as defined in the law, is a student with an individualized education program (IEP) or Section 504 plan that indicates that the student has satisfied or will satisfy all other state and local requirements and is scheduled to receive a high school diploma on or after July 1, 2009.

Students with Disabilities and the Grade Ten Administration

Students with disabilities are still required, in grade ten only, to take the CAHSEE to meet state and federal requirements.

Program Overview for 2011–12

Purpose

The primary purpose of the CAHSEE is to improve student achievement in public high schools and to ensure that students who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages LEAs to give these students the attention and resources needed to help them achieve these skills during their high school years.

CAHSEE Requirement

All California public school students, except eligible students with disabilities, must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the examination, or for eligible students with disabilities, meeting the exemption requirement pursuant to *EC* Section 60852.3, or receiving a local waiver pursuant to *EC* Section 60851(c).

Content and Test Question Formats

The examination consists of two parts: English–language arts (ELA) and mathematics.

The ELA portion addresses content standards adopted by the SBE through grade ten. In reading, this includes vocabulary, decoding, comprehension, and analysis of information and literary texts. The writing section covers writing strategies, writing applications, and conventions of standard English (e.g., grammar, spelling, and punctuation). The ELA portion of the CAHSEE includes 79 multiple-choice questions (seven of which are field-test questions and are not scored) and one writing task (essay).

The mathematics portion of the CAHSEE addresses mathematics content standards adopted by the SBE in grades six and seven and Algebra I. The examination includes statistics, data analysis, and probability; number sense; measurement and geometry; algebra and functions; mathematical reasoning; and Algebra I. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents. The CAHSEE mathematics portion includes 92 multiple-choice questions (12 of which are field-test questions and are not scored).

Administration of the CAHSEE

State law requires that the CAHSEE be administered only on the dates designated by the State Superintendent of Public Instruction (SSPI). All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten may take the parts not passed up to two times per school year in grade eleven and up to five times per school year in grade twelve. Adult students may take the parts not passed up to three times per school year. Students must retake the examination until the ELA and mathematics parts are passed; however, students may retake only those parts not previously passed.

Individual Results

Within eight weeks after the examination, LEAs will receive two copies of the CAHSEE Student and Parent Report for each student who took the examination. The LEA will distribute one copy to the student's parents or guardians and place the other copy in the student's permanent record.

Testing Variations, Accommodations, and Modifications

The CDE has prepared a matrix of testing variations, accommodations, and modifications for the state mandated assessments. The testing variations,

accommodations, and modifications matrix is located on the CDE CAHSEE Accommodations and Modifications Web page at <http://www.cde.ca.gov/ta/tg/hs/accommod.asp>. More information about Test Variations can be found on the CDE CAHSEE Frequently Asked Questions Web page at <http://www.cde.ca.gov/ta/tg/hs/faq.asp>.

Students with Disabilities

The CAHSEE regulations specify accommodations and modifications that students with disabilities must be permitted to use if specified in the student's IEP or Section 504 plan for use on the CAHSEE, standardized testing, or for use during classroom instruction and assessments. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed. Eligible students with disabilities, who wish to meet the CAHSEE requirement by passing the examination and have earned the equivalent of a passing score while taking the CAHSEE with a modification, may choose to apply for a local waiver of the CAHSEE requirement from their local school board. (Although the local waiver option is still in effect, the exemption under *EC* Section 60852.3 eliminates the need for the local waiver for students who are eligible for the exemption.)

More information about the CAHSEE exemption for eligible students with disabilities can be found on the CDE CAHSEE Frequently Asked Questions Web page at <http://www.cde.ca.gov/ta/tg/hs/faq.asp>.

English Learners

Students who are English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, if regularly used in the classroom, English learners must be permitted to hear the test directions in their primary language or use a translation glossary.

Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive 6 months of instruction in reading, writing, and comprehension in English (*EC* Section 60852). During this time, they are still required to take the CAHSEE.

State and Federal Accountability and the CAHSEE

In addition to the use of the CAHSEE as a graduation requirement, the CAHSEE grade ten census administration is used in calculating the Academic Performance Index for state accountability purposes and Adequate Yearly Progress (AYP) to meet federal requirements.

Section 2

Assistance for Accessing and Understanding Internet Results

Overview of
Internet Results

Instructions for Accessing
CAHSEE Internet Reports

Demographic Summary
Report Column Heading
Definitions

Sample – CAHSEE
District Reports

Summary Reports by
Economic Status and
Ethnicity

Overview of Internet Results

The 2010–11 CAHSEE summary results are accessible through the CDE CAHSEE Summary Results Web page at <http://cahsee.cde.ca.gov/>. To access reports, select the *2010–11 Summary Reports* link then select the type of summary results (i.e., school, district, county, or state-level) and you will be directed to the CDE DataQuest Web site, where CAHSEE reports are generated. Instructions for accessing these reports on DataQuest are located on page 11.

The DataQuest Web site displays:

- Summary results for the July, October, November, and December 2010 and the February, March, and May 2011 test administrations.
- School, school district, county, and state level summary results.
- Combined grade ten results for the February, March, and May 2011 test administrations.
- Summary results for students by grade, gender, race/ethnicity, language fluency, economic status, migrant education program participation, special education program participation, and students tested with modifications.
- Summary results for ELA, including number of students tested, number passed, percent passed, number not passed, percent not passed, average (mean) scaled score, percent proficient and above, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and the average of two independent scores for the writing application (i.e., essay).
- Summary results for mathematics, including number of students tested, number passed, percent passed, number not passed, percent not passed, mean scaled score, percent proficient and above, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and Algebra I).

Types of Internet Reports

Various report options are available through DataQuest, but two primary reports are the Demographic Summary Reports and Roster Reports.

- **Demographic Summary Reports:** The Demographic Summary Reports display results for various demographic categories including grade, gender, race/ethnicity, language fluency, economic status, migrant education program participation, special education program participation, and students tested with modifications.
- **Roster Reports:** The Roster Reports for any given test administration display overall results for: (1) all schools within a school district; (2) all school districts within a county; and (3) all counties within the state.

Pages 14–20 display the following sample district reports:

- English–Language Arts Demographic Summary for All Students Tested
- Mathematics Demographic Summary Combined Report for Grade Ten Students
- Mathematics Report for All Students Tested

Similar reports are available at the school, county, and state levels.

2010–11 Research Files

When the 2010–11 CAHSEE summary results are released, research files also will be available in a tab-delimited format to allow for more complex analyses and customized reporting of the data. These research files and a research file layout will be available on the CDE CAHSEE Research Files and File Layouts Web page at <http://cahsee.cde.ca.gov/datafiles.asp>.

Instructions for Accessing CAHSEE Internet Reports

Directions to access the CAHSEE district-level results on the CDE DataQuest Web site are provided below. Reports for schools, counties, and the state can be accessed using a similar approach.

To access the CAHSEE district-level results:

1. Go to <http://cahsee.cde.ca.gov/reports.asp>.
2. Select "District Reports."
3. From the drop down menu, select a school year.
4. Type a portion of the district name.
5. Select the "Submit" button.
6. From the drop-down menu under "Select District," select a school district.
7. Under "Select Report," select "CAHSEE District Report."
8. From the drop-down menu beside "Specify administration," select one of the test administrations. The "Combined" option will combine results from all grade ten examination administrations during the selected school year (February, March and May).
9. Under "Select Test," select the English–Language Arts (ELA) or Mathematics option.
10. Use the drop-down menu next to "specify grade level" to choose a grade. Only grade 10 can be selected in conjunction with "Combined" option in "Specify administration."
11. Select the "Submit" button.

Demographic Summary Report

Column Heading Definitions

The following are the definitions for each column heading used on Demographic Summary Reports and Roster Reports.

Number Tested – This represents the number of valid answer documents scored overall and by demographic category. Number Tested does not include invalid answer documents that represent students who were tested and did not answer enough test questions to be scored, took the test with a modification, or cheated. The sum of the number tested by demographic category is equal to the number for “All Students Tested.”

Number Passed – This represents the number of students who received a passing score (i.e., a scale score of 350 or greater). The number passed by demographic category is a subset of the Number Tested.

Percent Passed – This represents the percentage of students who received a passing score. The percent passed is calculated by dividing the number passed by the number tested and multiplying by 100.

Number Not Passed – This represents the number of students who did not receive a passing score. The number not passed by demographic category is a subset of the number tested. The number passed plus the number not passed equals the number tested.

Percent Not Passed – This represents the percentage of students who did not pass. The percent not passed is calculated dividing by the number not passed by the number tested and multiplying by 100.

Mean Scale Score – This represents the average scale score of all students who took the ELA or mathematics examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing by the number tested.

Percent Proficient and Above – This represents the percentage of students who received a performance level of proficient or above (i.e., a scale score of 380 or greater). This information is used for reporting AYP.

English–Language Arts*

The English–language arts reports provide the following results by overall and demographic category:

Reading – The reading section includes the average percent correct in each of the following reading constructs or strands:

- Word Analysis
- Reading Comprehension
- Literary Response and Analysis

Writing – The writing section includes the average percent correct in each of the following writing constructs or strands:

- Writing Strategies
- Writing Conventions

Writing Application – The writing application includes the total number of points awarded to the student essay. The student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest) or non-scorable (NS). The average of these two scores is listed. The writing application score counts for 20 percent of the total English–language arts score. Please note that there is **not** a separate passing score for the essay.

Mathematics*

The mathematics reports provide the following results by overall and demographic category:

Strands for Mathematics – The average percent correct for each mathematics constructs or strands:

- Probability & Statistics
- Number Sense
- Algebra & Functions
- Measurement & Geometry
- Algebra I

Note: Dashes (--) indicate that for groups of ten or fewer students, data were suppressed to maintain the anonymity of the students.

* If using the grade ten “combined” feature from DataQuest the report generated will *exclude* strand percent correct and include percentage of students proficient and above.

SAMPLE – CAHSEE District Report

English–Language Arts

for All Students Tested

To Research Files
District Roster Report
CAHSEE web site
DataQuest HOME PAGE

California High School Exit Exam

Demographic Summary
English–Language Arts (March 2011) for (All Grades)
File Date: 8/24/2011

SAMPLE

County:[00 - Sample County](#)**District:**

00000 - Sample School District
Number of Grade 10 Answer Documents Processed: 3,180

All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
All Students Tested	3,298	2,417	73%	881	27%	373	--%	78%	73%	74%	65%	74%	2.4

Grade

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Tenth	3,180	2,387	75%	793	25%	374	--%	79%	73%	74%	66%	75%	2.4
Eleventh	101	25	25%	76	75%	334	--%	57%	51%	55%	45%	57%	2.0
Twelfth	2	--	--%	--	--%	--	--%	--%	--%	--%	--%	--%	--
Adult Students	15	5	33%	10	67%	336	--%	53%	52%	60%	53%	55%	1.9
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--%	--

Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Male	1,686	1,151	68%	535	32%	367	--%	77%	70%	71%	62%	71%	2.3
Female	1,612	1,266	79%	346	21%	379	--%	79%	75%	76%	69%	78%	2.5
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--%	--

Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above ⁺	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
American Indian or Alaska Native	43	31	72%	12	28%	368	--%	77%	71%	73%	62%	72%	2.3
Asian	838	632	75%	206	25%	376	--%	77%	73%	74%	69%	77%	2.5
Native Hawaiian or Pacific Islander	46	31	67%	15	33%	364	--%	71%	70%	68%	60%	73%	2.3
Filipino	43	39	91%	4	9%	387	--%	86%	79%	78%	73%	81%	2.7
Hispanic or Latino	989	674	68%	315	32%	366	--%	76%	69%	72%	61%	71%	2.3
African American or Black	612	403	66%	209	34%	362	--%	75%	69%	70%	59%	68%	2.2
White	715	600	84%	115	16%	389	--%	85%	80%	81%	73%	80%	2.6
Two or more races	12	7	58%	5	42%	354	--%	61%	69%	70%	51%	61%	2.2
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--%	--

Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above ⁺	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
English Only Students	1,879	1,451	77%	428	23%	378	--%	81%	75%	76%	67%	75%	2.4
Initially Fluent English Proficient (IFEP)	50	48	96%	2	4%	399	--%	93%	85%	84%	81%	88%	2.6
Redesignated Fluent English Proficient (RFEP)	520	506	97%	14	3%	395	--%	88%	83%	82%	79%	85%	2.7
English Learner Students	834	407	49%	427	51%	347	--%	65%	59%	63%	53%	64%	2.1
Unknown	15	5	33%	10	67%	336	--%	53%	52%	60%	53%	55%	1.9

Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above ⁺	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Non-Economically Disadvantaged Students	1,014	891	88%	123	12%	392	--%	86%	81%	81%	74%	82%	2.6
Economically Disadvantaged Students	1,893	1,252	66%	641	34%	364	--%	74%	68%	70%	62%	70%	2.3
Unknown	391	274	70%	117	30%	370	--%	78%	71%	72%	63%	72%	2.3

Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above ^{**}	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay [*]
Students Receiving Services	12	5	42%	7	58%	344	--%	62%	54%	58%	53%	58%	2.2

Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above ^{**}	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay [*]
Students Receiving Services	242	49	20%	193	80%	326	--%	53%	49%	51%	40%	47%	1.8

Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above ^{**}	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay [*]
Students Tested with Modification	17												

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 20% of the Total English–Language Arts score.

****Calculated for 10th graders for federal Adequate Yearly Progress accountability purposes only.**

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site:

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

SAMPLE – CAHSEE District Report

Mathematics

Combined Report for Grade Ten Students

To Research Files
District Roster Report
CAHSEE web site
DataQuest HOME PAGE

California High School Exit Exam

Demographic Summary

Mathematics (Combined 2011) for (Grade 10)

File Date: 8/24/2011

County:

[00 - Sample County](#)

District:

00000 - Sample School District

Number of Grade 10 Answer Documents Processed: 918

SAMPLE

All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students Tested	830	746	90%	84	10%	398	67%

Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Male	403	363	90%	40	10%	397	67%
Female	427	383	90%	44	10%	399	68%
Unknown	0	--	--%	--	--%	--	--%

Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
American Indian or Alaska Native	4	--	--%	--	--%	--	--%
Asian	317	308	97%	9	3%	414	83%
Native Hawaiian or Pacific Islander	12	10	83%	2	17%	381	50%
Filipino	73	65	89%	8	11%	388	55%
Hispanic or Latino	103	81	79%	22	21%	378	45%
African American or Black	96	66	69%	30	31%	366	32%
White	221	211	95%	10	5%	405	77%
Two or more races	4	--	--%	--	--%	--	--%
Unknown	0	--	--%	--	--%	--	--%

Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
English Only Students	419	369	88%	50	12%	396	66%
Initially Fluent English Proficient (IFEP)	139	137	99%	2	1%	412	83%
Redesignated Fluent English Proficient (RFEP)	89	89	100%	0	0%	420	91%
English Learner Students	183	151	83%	32	17%	382	46%
Unknown	0	--	--%	--	--%	--	--%

Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Non-Economically Disadvantaged Students	513	470	92%	43	8%	403	73%
Economically Disadvantaged Students	288	252	88%	36	13%	390	58%
Unknown	29	24	83%	5	17%	394	62%

Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Students Receiving Services	0	--	--%	--	--%	--	--%

Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Students Receiving Services	49	24	49%	25	51%	351	16%

Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Students Tested with Modification	13						

Economically Disadvantaged by Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
American Indian or Alaska Native	2	--	--%	--	--%	--	--%
Asian	143	137	96%	6	4%	409	80%
Native Hawaiian or Pacific Islander	7	--	--%	--	--%	--	80%
Filipino	17	15	88%	2	12%	379	35%
Hispanic or Latino	41	33	80%	8	20%	371	34%
African American or Black	49	35	71%	14	29%	362	27%
White	26	23	88%	3	12%	381	54%
Two or more races	3	--	--%	--	--%	--	54%

Not Economically Disadvantaged by Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
American Indian or Alaska Native	1	--	--%	--	--%	--	54%
Asian	159	156	98%	3	2%	418	86%
Native Hawaiian or Pacific Islander	5	--	--%	--	--%	--	86%
Filipino	54	48	89%	6	11%	391	61%
Hispanic or Latino	60	47	78%	13	22%	383	53%
African American or Black	43	30	70%	13	30%	372	40%
White	190	183	96%	7	4%	408	80%
Two or more races	1	--	--%	--	--%	--	80%

****Calculated for 10th graders for federal Adequate Yearly Progress accountability purposes only.**

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site:
<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

SAMPLE – CAHSEE District Roster

Mathematics Report

for All Students Tested

To Research Files
District Roster Report
CAHSEE web site
DataQuest HOME PAGE

California High School Exit Exam

School Listing: 00000 - Sample School District

Mathematics (March 2011) for (All Grades)

File Date: 8/24/2011

SAMPLE

Number of Students Tested: 1,904

School Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
All Students Tested	1,904	1,284	68%	612	32%	362	--%	70%	73%	69%	66%	60%

School Data

School Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
0000000 Sample High School	45	24	53%	21	47%	349	--%	58%	61%	52%	47%	37%
0000000 Sample High School	27	17	63%	10	37%	357	--%	58%	60%	55%	56%	48%
0000000 Sample High School	481	342	71%	139	29%	375	--%	66%	71%	66%	63%	59%
0000000 Sample High School	570	439	77%	131	23%	365	--%	68%	68%	59%	60%	46%
0000000 Sample High School	8	--	--%	--	--%	--	--%	--%	--%	--%	--%	--%
0000000 Sample High School	71	42	59%	29	41%	357	--%	61%	64%	58%	53%	46%
0000000 Sample High School	97	77	79%	20	21%	377	--%	74%	75%	66%	66%	54%
0000000 Sample High School	605	343	57%	262	43%	360	--%	61%	62%	58%	54%	48%

****Calculated for 10th graders for federal Adequate Yearly Progress accountability purposes only.**

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site:

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

Summary Reports by Economic Status and Ethnicity

The CAHSEE Summary Results Web page includes reports that provide information on students who passed the ELA and Mathematics portion of the CAHSEE in grade ten by economic status and ethnicity from 2004 through 2011. These reports can be downloaded by going to the CDE CAHSEE Summary Results Web page at <http://cahsee.cde.ca.gov/> and selecting the “Summary Reports by Economic Status and Ethnicity” link.

Samples of the following ethnicity within economic status reports can be found on pages 22–23 of this document:

- **County Level – Percentages of Grade Ten Students Passing – Ethnicity Within Economic Status**

This report sorts data by county and then test (English–Language Arts or Mathematics).

- **District Level – Percentages of Grade Ten Students Passing – Ethnicity Within Economic Status**

This report sorts data by test (English–Language Arts or Mathematics), county, and school district.

The reports are Microsoft Excel files. You may use the drop-down menus in each column of the reports to select the desired county and school district.

Note: Economically disadvantaged is defined as eligible to participate in free or reduced-price lunch, or the parent education level was coded as “not high school graduate.” In order to protect student confidentiality, no results are reported for any group of 10 or fewer students.

County Level – Percentages of Grade Ten Students Passing – Ethnicity within Economic Status

County Code	County Name	Test	Econ status	Major Group	2004	2005	2006	2007	2008	2009	2010	2011	Percentage Change 2004 to 2011
00	County A	ELA	EconDis	Asian	72%	74%	74.1%	77.4%	77.9%	79.2%	78.1%	80.8%	8.8%
00	County A	ELA	EconDis	Black	49.9%	53.1%	57.6%	53.8%	55.8%	56.6%	56.6%	61.1%	11.2%
00	County A	ELA	EconDis	Filipino	72.5%	76.8%	74.2%	79.5%	79.6%	79.4%	81.2%	82.3%	9.8%
00	County A	ELA	EconDis	Hispanic	50%	54.6%	57.2%	57.4%	60.8%	63.5%	65.1%	66.5%	16.5%
00	County A	ELA	EconDis	Nativ Amer	50%	65.4%	65.2%	66.7%	50%	48.3%	49.6%	66.3%	16.3%
00	County A	ELA	EconDis	Pac Isl	47.2%	59.8%	60.9%	64.7%	58%	66.4%	65.8%	64.7%	17.5%
00	County A	ELA	EconDis	White	76.9%	72.6%	73.2%	70.5%	76.6%	75.4%	76%	80.5%	3.6%
00	County A	ELA	NotEconDis	Asian	92.2%	92.8%	93%	93.7%	93.4%	94.5%	95.9%	95.8%	3.6%
00	County A	ELA	NotEconDis	Black	65.3%	68.5%	70.2%	70.6%	69%	72.2%	73.4%	75.1%	9.8%
00	County A	ELA	NotEconDis	Filipino	87.1%	89.6%	89.3%	89.6%	89.6%	90.5%	91.2%	95.0%	7.9%
00	County A	ELA	NotEconDis	Hispanic	70%	75.4%	75.6%	77.1%	77.4%	77.7%	77.9%	83.2%	13.2%
00	County A	ELA	NotEconDis	Nativ Amer	76.7%	84.5%	87.3%	84%	90.9%	86.2%	86.8%	87.8%	11.1%
00	County A	ELA	NotEconDis	Pac Isl	67.4%	83.8%	78.1%	82.9%	80.3%	87%	87.8%	81.2%	13.8%
00	County A	ELA	NotEconDis	White	91.8%	93.7%	94.2%	92.8%	94.4%	94.5%	93.7%	95.4%	3.6%
00	County A	Math	EconDis	Asian	82.7%	83.5%	86.5%	87.6%	88.4%	90.4%	90%	90.7%	8%
00	County A	Math	EconDis	Black	40.9%	42.7%	46.4%	47.9%	48.3%	52.4%	52.8%	54.8%	13.9%
00	County A	Math	EconDis	Filipino	71.7%	73.6%	74.8%	81.3%	78.7%	85.4%	82.3%	87.7%	16%
00	County A	Math	EconDis	Hispanic	51.6%	53%	60.2%	60.5%	62.1%	65.8%	64.5%	68.8%	17.2%
00	County A	Math	EconDis	Nativ Amer	55.2%	63%	70%	47.1%	53.3%	60%	62.3%	68.0%	12.8%
00	County A	Math	EconDis	Pac Isl	49.3%	56.5%	60.9%	56.8%	74.4%	68.6%	69.6%	67.1%	17.8%
00	County A	Math	EconDis	White	75%	71.2%	70.3%	68.4%	77.5%	74.4%	75.6%	80.2%	5.2%
00	County A	Math	NotEconDis	Asian	95.9%	94.7%	96.3%	96.9%	96.7%	97.5%	98.2%	98.2%	2.3%
00	County A	Math	NotEconDis	Black	56.3%	58.9%	61.8%	62.1%	60.4%	68.7%	69.4%	67.1%	10.8%
00	County A	Math	NotEconDis	Filipino	86.9%	88.8%	90.1%	89.2%	89.4%	90.5%	91.8%	94.3%	7.4%
00	County A	Math	NotEconDis	Hispanic	69.1%	72%	75.3%	73.4%	75.3%	74.8%	74.9%	80.1%	11%
00	County A	Math	NotEconDis	Nativ Amer	69%	77.8%	86.4%	82%	86.7%	80%	81.2%	85.4%	16.4%
00	County A	Math	NotEconDis	Pac Isl	73.4%	76.5%	74.1%	78.2%	79.2%	85.1%	86.3%	80.7%	7.3%
00	County A	Math	NotEconDis	White	91%	91.5%	92.4%	91.4%	92.8%	93.8%	92.9%	94.3%	3.3%
00	County B	ELA	EconDis	Nativ Amer	**	**	**	**	**	**	**	**	
00	County B	ELA	EconDis	White	**	**	**	**	**	**	**	**	
00	County B	ELA	NotEconDis	Nativ Amer	**	**	**	**	**	**	**	**	
00	County B	ELA	NotEconDis	White	**	**	**	**	**	**	**	**	

To protect student privacy, asterisks appear for populations of 10 or fewer students.

District Level – Percentages of Grade Ten Students Passing – Ethnicity within Economic Status

Test	County Code	District Code	Ind. Chrt Number	County Name	District	EconStatus	Major Group	2004	2005	2006	2007	2008	2009	2010	2011	Percentage Change 2004 to 2011
ELA	00	00000	0000	County A	Sample School 1 - District A	EconDis	Asian	25%	**	**	**	36.4%	37.0%	37.2%	**	
ELA	00	00000	0000	County A	Sample School 1 - District A	EconDis	Black	18.4%	23.7%	39.7%	25%	37.5%	38.2%	38.5%	40.0%	21.6%
ELA	00	00000	0000	County A	Sample School 1 - District A	EconDis	Filipino	**	**	**	**	**	**	**		
ELA	00	00000	0000	County A	Sample School 1 - District A	EconDis	Hispanic	27.3%	42.5%	47.5%	31.9%	18.5%	22.3%	29.2%	33.3%	6.0%
ELA	00	00000	0000	County A	Sample School 1 - District A	EconDis	Nativ Amer		**	**	**	**	**	**	**	
ELA	00	00000	0000	County A	Sample School 1 - District A	EconDis	Pac Isl	**	**	**	**	**	**	**	**	
ELA	00	00000	0000	County A	Sample School 1 - District A	EconDis	White	72.7%	**	56.2%	**	**	**	**	**	
ELA	00	00000	0000	County A	Sample School 1 - District A	NotEconDis	Asian		**	**						
ELA	00	00000	0000	County A	Sample School 1 - District A	NotEconDis	Black	**	**	**	**	**	**	**		
ELA	00	00000	0000	County A	Sample School 1 - District A	NotEconDis	Filipino	**	**							
ELA	00	00000	0000	County A	Sample School 1 - District A	NotEconDis	Hispanic	**	**	**	**	**	**	**	**	
ELA	00	00000	0000	County A	Sample School 1 - District A	NotEconDis	Nativ Amer	**								
ELA	00	00000	0000	County A	Sample School 1 - District A	NotEconDis	Pac Isl				**	**	**	**		
ELA	00	00000	0000	County A	Sample School 1 - District A	NotEconDis	White	**	**						**	
ELA	00	00000	0000	County A	Sample School 2 - District A	EconDis	Asian			**	**	**	**	**	**	
ELA	00	00000	0000	County A	Sample School 2 - District A	EconDis	Black		**	**						
ELA	00	00000	0000	County A	Sample School 2 - District A	EconDis	Hispanic			**	**	**	**	**	**	
ELA	00	00000	0000	County A	Sample School 2 - District A	EconDis	Pac Isl			**	**	**	**	**		
ELA	00	00000	0000	County A	Sample School 2 - District A	EconDis	White			**					64.7%	
ELA	00	00000	0000	County A	Sample School 2 - District A	NotEconDis	Asian			**	91.7%	85.0%	88.0%	89.0%	**	
ELA	00	00000	0000	County A	Sample School 2 - District A	NotEconDis	Black			**	**	**	**	**	**	
ELA	00	00000	0000	County A	Sample School 2 - District A	NotEconDis	Filipino				**	**	**	**		
ELA	00	00000	0000	County A	Sample School 2 - District A	NotEconDis	Hispanic			**	**	**	**	**	**	
ELA	00	00000	0000	County A	Sample School 2 - District A	NotEconDis	Nativ Amer				**	**	**	**		
ELA	00	00000	0000	County A	Sample School 2 - District A	NotEconDis	Pac Isl			**	**	**	**	**	**	

To protect student privacy, asterisks appear for populations of 10 or fewer students

Resources

Using 2010–11 Results to
Promote Student Success

Glossary of Terms and
Acronyms

Resources Available on
the Internet

Using 2010–11 Results to Promote Student Success

The steps outlined below can be used by school personnel to analyze student performance, evaluate classroom instruction, and develop a plan for improvement. LEAs are encouraged to use the California High School Exit Examination (CAHSEE) 2010–11 summary results and other standards-based evidence of student achievement to develop and implement an ongoing process for refining classroom instruction and school programs. The goal is to work with school staff to identify patterns of student performance and identify program areas needing improvement.

Purpose

- Develop and implement an ongoing process for refining classroom instruction and school programs, using CAHSEE results and other standards-based evidence of student achievement.
- Involve all staff, with student and parent input, in the evaluation and refinement process and articulate identified refinements with other LEAs.
- Develop a plan to provide additional assistance for students who did not pass one or both part(s) of the CAHSEE.

Step 1 Identify and collect data about the academic achievement of students (individual and group data).

- Construct a process for identifying, collecting, and compiling the data to examine patterns across individual student and group scores. (A staff work group, consisting of those involved with intervention as well as a representative(s) from administration and content areas of ELA and mathematics may be convened for this phase of the process.)
- Identify sources of information that are available to use in the review of the academic achievement of students.
- Gather data from all students who have completed the CAHSEE, whether or not they passed, to obtain feedback from students about the support they have been given and to identify effective and ineffective strategies offered through classroom instruction and other support activities.

- Collect and compile data from other sources about student achievement to help identify students needing some level of intervention and program areas (curriculum and/or instruction) needing modification.

Data that could be used for evaluating student achievement, might include, but are not limited to:

- Student feedback concerning student preparation and CAHSEE results
- Individual, school, and school district CAHSEE data from previous test administrations
- Standardized Testing and Reporting (STAR) data and grade records for students participating in the CAHSEE
- Comparative data from feeder school program participation and current and past CAHSEE results
- Program participation data from any remedial programs offered by the school or by outside agencies
- Any other relevant data collected by the school (attendance rates, disciplinary referrals, etc.)
- Assessments aligned with California's content standards adopted by the State Board of Education
- School district and school level formative or benchmark assessments
- Passing rates and program information from schools similar in student population or geography

Step 2 Review collected data about the academic achievement of students to prepare information for possible program planning.

- Compile results for staff review once the student information has been completed and gathered.
- Develop a plan for how to combine student achievement data from multiple sources.

- Compile data about student achievement from other sources to identify possible program modifications, students in need of intervention, and to design intervention efforts.
- Organize staff work groups by content area to review, analyze, and evaluate data about student achievement.
- Prepare a brief but comprehensive report, with the results of the work group review, for presentation to the entire staff. (The report should include suggestions regarding program improvement, based on the data presented.)
- Evaluate student feedback concerning CAHSEE results and student preparation.

Step 3 Evaluate classroom instruction and/or programs implemented to ensure student success (based on data review).

- Convene a staff meeting for a presentation of the findings and recommendations of the data review work group. (Successes should be highlighted and celebrated first; then the conversation should focus on developing a list of priorities for refining the curriculum, instruction, assessment, and remediation.)
- Ask staff members to examine their own roles in student preparation and support, and to identify at least one change they plan to make to improve the academic achievement for their students.
- Convene staff members by department to discuss results of the individual CAHSEE preparation analysis and to consider program and instructional recommendations.
- Record intended goals by department and each individual and determine a method for collecting data to evaluate results after program changes have been implemented.
- Submit to the administration a summary of proposed program refinements prepared by each department.
- Identify diagnostic tools teachers can use to evaluate their students' specific strengths and weaknesses.
- Determine methods for evaluating how students are placed in intervention programs and what programs are successful.

Step 4 Incorporate proposed program changes, identified through the evaluation process, into the school plan and continue implementation and refinement.

- Review proposed program changes/refinements with each department and finalize recommendations.
- Compile all finalized departmental reports and incorporate into a school action plan, with timeline, identifying roles and responsibilities, needed professional development activities, and methods for monitoring progress and evaluating outcomes.
- Plan and conduct training(s) for instituting changes and schedule staff time for evaluating progress and/or making additional modifications.
- Develop a school accountability system to ensure that changes are carried out.

Step 5 Communicate program results and steps for refinement to key stakeholders.

- Identify populations that must be informed and/or included in program refinement planning or implementation, including but not limited to:
 - **District staff, including administrators and their support staff –** Update staff about programmatic changes as they are made.
 - **Governing boards –** Provide board members with clear explanations of program changes to allow for informed decision-making if new policies, policy modifications, and/or funding are necessary.
 - **Student population –** Inform students about changes.
 - **Parents and guardians –** Inform parents and guardians of all changes, even if their children are not directly involved.
 - **General public –** Keep the general public informed about the CAHSEE and what is being done to prepare students for the test.
 - **Feeder districts and alternative school sites –** Conduct ongoing dialogue between feeder schools and receiving

high schools, as well as any alternative sites for students. (Ensure feeder schools receive information about their former students' achievement on standards addressed on the CAHSEE.)

- Make a particular effort to provide accurate and timely information to parents, guardians, and students who are at risk of not passing the CAHSEE. Explain program changes that will impact students and, when possible, acknowledged in writing by both the student and the student's parents or guardians.
- Make information available in the parents' and guardians' primary languages, when possible. (Ensure delivery of important information outside of traditional channels [e.g., through television and radio programs in parents' and guardians' primary languages].)
- Include information to students and their parents or guardians about all options for delivery of student services, including scheduling of available services, services provided, and methods for evaluating program effectiveness. Preserve copies of all information for documentation and reference.
- Communicate with the general public through media releases and other sources. (Include information that offers positive test results, program improvements, and curricular and/or instructional programs that still need improvement. Schools should make every effort to demonstrate the goal that all students can and will be successful. Keep the public informed by including information about the difficulty level of the CAHSEE [including sample test questions], what is being done to prepare students for the test, and directions to access group test results posted on the Internet.)

Ten Essential Questions for Reviewing Student Data

1. What percentage of first-time test takers passed the CAHSEE? Is this number an increase or decrease over past test administrations? What does this increase or decrease signify?
2. What percentage of eligible students have taken the CAHSEE more than once? How do the passing rates compare with past test administrations?
3. What does CAHSEE, or other test data, reveal about the achievement of subgroups?

4. Of those students who have taken the CAHSEE more than once, are their scores changing? If yes, by how many points? Do those students who are changing their scores fall into any type of pattern (e.g., gender, participation in certain programs)?
5. Do patterns identify any strengths or weaknesses in instructional programs for ELA and mathematics? How do the identified strengths and weaknesses relate to the SBE adopted content standards addressed in those core subjects?
6. Are the results of the CAHSEE predictable according to data from feeder schools? Is there a relationship between middle and high school grades and scores on the CAHSEE? How do CAHSEE results compare with STAR results, and what patterns may be seen in the differences that exist?
7. How do other school data help predict passing rates? Is there a relationship, for example, between attendance and passage? Do test results tend to correspond with data about program changes or transfer and/or dropout rates? What steps are being taken to address any existing correlations?
8. What programs are identified by staff and students and supported by data as the most effective for remediation?
9. Within each program that provides supplemental instruction, what materials and/or strategies do students identify as most helpful (effective)? Do test results support this perception?
10. What additional programs serving similar student populations might be used for remediation? What is the success rate of these programs?

Glossary of Terms and Acronyms

Exemption	The exemption releases eligible students with disabilities from meeting the CAHSEE requirement as a condition of graduation from high school. <i>EC</i> Section 60852.3 defines an eligible student as a student who has an IEP or Section 504 plan that indicates the student has satisfied or will satisfy all other state and local requirements to receive a high school diploma after July 1, 2009.
Scale Score	Although all test forms of the CAHSEE assess the same California SBE adopted content standards, each test form contains different questions. Therefore, one test form may be slightly more difficult or slightly easier than another. Scale scores account for differences in the difficulty of test questions, thus equalizing the variations in test difficulty across different administrations. Scale scores used for the CAHSEE range from 275 to 450. A scale score of 350 or higher is necessary to pass each part of the CAHSEE.
Subgroup	A subgroup is a well-defined group of students. For example, the Elementary and Secondary Education Act (ESEA) identifies specific subgroups of students who must achieve adequate yearly progress. These identified subgroups are race or ethnicity, students with disabilities, limited-English proficient, and socioeconomically disadvantaged.
Waiver	<p>A local waiver is a process LEAs can use to allow certain students with disabilities, who took the CAHSEE with a modification and received a score of 350 or higher, from meeting the CAHSEE requirement.* <i>EC</i> 60851(c) permits local school boards to grant a local waiver of the CAHSEE requirement to students with disabilities who take the CAHSEE using modifications and receive the equivalent of a passing score.</p> <p>* <i>If a student used a modification on the CAHSEE and received a score of 350 or higher, they have not met the requirement and must submit a request to their local school board to waive the CAHSEE requirement.</i></p>

Resources Available on the Internet

The following Web pages provide additional information and resources for schools, LEA personnel, parents, guardians, and students regarding the CAHSEE.

Academic Performance Index (API)

<http://www.cde.ca.gov/ta/ac/ap/>

Accommodations and Modifications

<http://www.cde.ca.gov/ta/tg/hs/accommod.asp>

Adequately Yearly Progress (AYP)

<http://www.cde.ca.gov/ta/ac/ay/>

California High School Exit Examination (CAHSEE)

<http://www.cde.ca.gov/ta/tg/hs/>

CAHSEE Administrative Documents

<http://www.cde.ca.gov/ta/tg/hs/admin.asp>

CAHSEE Exam Blueprints

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE Exemption for Eligible Students with Disabilities

<http://www.cde.ca.gov/ta/tg/hs/cahseefaqexempt.asp>

CAHSEE Frequently Asked Questions

<http://www.cde.ca.gov/ta/tg/hs/faq.asp>

CAHSEE Program Notes and Legal Updates

<http://www.cde.ca.gov/ta/tg/hs/updates.asp>

CAHSEE Questions and Answers for Adult Students

<http://www.cde.ca.gov/ta/tg/hs/cahseeadultqa09.asp>

CAHSEE Released Test Questions

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE Questions and Answers for the Writing Task Scoring Process

<http://www.cde.ca.gov/ta/tg/hs/scoringprocess.asp>

CAHSEE Study Guides

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE Summary Reports

<http://cahsee.cde.ca.gov/reports.asp>

CAHSEE Teacher Guides

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

Content Standards

<http://www.cde.ca.gov/be/st/ss/>

DataQuest Parents Page

<http://dq.cde.ca.gov/dataquest/DQP.asp>